

those practising in Germany and Austria. In those countries^{*} the original line of development, namely, the idea that psycho-analytic theory and practice had a close bearing upon educational theory and practice, that in fact educational work could only be made vital by being infused with psycho-analytic attitudes to the child, has remained in more favour. These views are specially associated with the names of Anna Freud, Aichhorn and Bernfeld.

The English group, however, have a different notion of the analysis of children itself from that of the school associated with Anna Freud. English readers have only to compare the latter's book, *Introduction to Psycho-Analysis for Teachers*, with Melanie Klein's recent publication on *The Psycho-Analysis of Children*, to appreciate the distinctive point of view of each. Anna Freud's analysis is itself largely didactic. It has deviated from the classical mode of analysis with adults on the supposed ground that the child had as yet no super-ego, and that this had to be put into him deliberately by outside influences. Melanie Klein's work has followed closely in the line of analytic technique with adults, except that it has adapted itself to the special needs of children by using the children's play as an expression of the unconscious, in place of verbal associations. Otherwise, it is in all essentials the same as the analysis of adults. That is to say, it is concerned primarily with the *understanding* of the child's anxieties and the unravelling of the intricate interplay of unconscious phantasies and real experiences, as these can be shown in the special situation created by the analytic technique. It aims at helping him to understand his own inner psychic life, leaving his educators proper to further his expressions of a modified super-ego and adapted wishes in the real world. Analysis, that is to say, aims at making the child more

educable, but
does not itself educate him in the narrower
sense. It is true
that in the actual work of analysis, the child is
given many
opportunities for forming a new "ego-ideal",
based on new
identifications with 'the real patience, tolerance,
mildness,
honesty and sense of proportion of the analyst.
But these
are gained by experience, not by direct verbal
teaching or a
didactic attitude.

In 1929, a group of analysts, members of the
British
Psycho-Analytical Society, which included three
members who
had previously had considerable educational
experiences with